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The book tells how a major project was selected, for each grade of the elementary school, large enough to provide a basis for most of the work of that grade throughout the entire year. Minor projects arising within each major project provided the immediate daily activities in the respective grades. By following such a plan of organization the author gives in detail the full work as actually taught in the first three grades, which is indicative of tentative outlines of work for the fourth, fifth, and sixth grades. In order to check up the outcomes of the work as developed, the subject-matter of each project is given in terms of the subject-matter as usually organized under the conventional curriculum. "Measured by this form of checking, there seems to be quite as much of arithmetic, geography, reading, writing, and other regular subjects covered as under the regular organization" (p. vii).

The volume is divided into four sections. Sections 1 and 4 deal with the curriculum itself and the outcomes of the curriculum, while sections 2 and 3 discuss the theses underlying the project curriculum and the guiding principles in curriculum-making. The eight theses underlying this project curriculum are each evaluated and defended in terms of carefully selected references from the most progressive educational literature of today. "These principles lay stress upon the more significant psychological and social aspects of education, and endeavor to combine them by consistent unification in applications that are practicable" (p. viii). The play activity in children is given a large amount of emphasis. A medium ground between formalism and freedom is attempted, while the social and psychological approaches are harmonized in part.

The Appendix contains specimens of the work done by the children and completes the data which a teacher would need in attempting to repeat the experiment. The conditions under which the experiment was carried on were far from ideal, and the results were not checked in terms of modern scientific measurement. However, this book should help to direct interest to the needs and possibilities of socializing the formal organization of the school subjects. Miss Wells's experiment should be repeated, and elementary-school teachers will find in her work a point of departure which should be carefully considered before a similar project is undertaken.

Hawaiian education.—The American public-school system, transplanted to the islands of Hawaii, has for some years been working out its salvation under peculiarly difficult circumstances. It would be expected that problems would arise such as are not to be found elsewhere, and that they would be particularly trying to a system which had not evolved with and out of them. The report of the commission¹ appointed to survey the educational conditions in the islands serves to state with remarkable clearness the nature of these

¹"A Survey of Education in Hawaii," *Bureau of Education Bulletin No. 16, 1920*. Washington: Department of the Interior. Pp. 408.

problems together with recommendations and suggestions as to means to be employed and methods to be used in overcoming them.

Necessarily the survey differs from those made, for example, of a city or state in which quantitative data serve as bases of comparisons. Hawaii presents a problem peculiar to herself; comparisons become almost impossible. It is the highly particularized nature of the problems which makes the survey interesting reading. One obtains some idea as to the test to which the system has been put, as well as the magnitude of the task ahead.

In the character of the population is found one of the major causes of the difficulties reported. People of Asiatic origin make up over 60 per cent of the total, and of these the Japanese are largely dominant. Only about 12 per cent of the total are of Caucasian blood. Latin races are represented, as are also the natives, along with immigrants from others of the Pacific islands. Crosses between these blood lines are frequent, although, for the most part, there is a strong tendency toward the maintenance of racial purity. This is particularly true of the Japanese. And it is this tendency to retain racial attachments which is at the basis of many of the difficulties. Here again, the Japanese present the most knotty problem. They are increasing at so rapid a rate that it is expected that by 1940 they will have become a determining factor in the political history of the islands. They desire to retain their own language and religion, and to this end have developed their own schools, operating outside of the public schools, and serving to transmit not only the language and religion of the parent-country, but also its customs and traditions. These schools operate for an hour or an hour and a half before and after the opening and closing of the public schools, thus placing upon the attendants an extraordinary burden. The excellent moral standards developed are acknowledged. Japanese teachers are brought in to conduct the schools and, naturally, serve only to strengthen the ties to the fatherland. These foreign-language schools present one of the big problems. How shall American traditions and American allegiance be developed in these future citizens when the forces operating to develop it are thwarted at every turn?

Further difficulties are found in the fact that the amount of supervision given to both elementary and high schools is quite inadequate. As on the mainland, for the past few years it has been difficult to obtain teachers enough to keep the schools open, and, as a result, standards of qualification have fallen lamentably low. Generally, the elementary teachers are not well qualified, and more adequate organization for the purpose of supplying proper supervision is an outstanding need. The qualifications of teachers in the high school compare favorably with those of similar schools in most of the states. But the surveyors emphasize the need for revisions of the courses of study in order to fit them to meet the needs of the island population. There is need for a rejuvenated normal school, for junior high schools, for more accessible senior high schools, and for a university in closer contact with the people on the one

hand and with the secondary schools on the other. As everywhere, there is need for more money.

Then, too, there are over fifty private schools in operation, the greater part of which are denominational in origin and backing. These are recognized as a valuable educational asset since they are serving almost six thousand children. But they need supervision; they need better teaching facilities and better teachers; they need better courses of study.

There are many things to be commended. The surveyors admit the fact, but proceed upon the assumption that their task lay mainly in the effort to point out weaknesses and recommend changes. One feels, after reading the report, that both things have been done. Certainly the schools of Hawaii have a tremendously big, but an equally interesting, job. The survey should serve to bring into prominence the nature of the problems, while the recommendations point the way to the solution of many of them. Another survey ten years hence will be interesting by way of comparison.

Study exercises for English.—The supervised-study movement has received a great deal of general emphasis for a number of years. The value of the idea is greatly enhanced, however, by its particular applications to a single subject. The second volume¹ of the Macmillan "Supervised Study Series" is an excellent example of the service rendered by such specific treatment.

The purpose of the book is well expressed in a paragraph from the Preface:

This book is intended to illustrate a technic for the treatment of the English lesson in junior high schools where the lengthened period of sixty, seventy, or eighty minutes prevails. It is a sane conclusion that the work of the school should be confined to school hours. To use the evening hours of children for the preparation of lessons is to overemphasize the importance of "schooling" and to discount those equally educative influences which come from the social contacts of home, church, and community. Enriched courses of study demand the longer school day, but a due regard for the normal development of children demands that time allotments within the longer day shall be so carefully made, and efficient methods of study so commonly practiced, that the day's work can be effectively accomplished within the school [p. vii].

The author has been successful in producing a book which is highly serviceable to the classroom teacher. The specific and detailed manner in which the topics of oral English, literature, and composition are treated and the excellent plans which are provided will indeed prove stimulating to the upper-grade classes. Also the use of minimum, average, and maximum assignments for making provision for individual differences is worthy of special study. The book deserves, and will doubtless receive, wide reading.

Training for librarianship.—In 1918 the public libraries of the United States circulated over 200,000,000 books for home reading. The educational

¹ A. LAURA MCGREGOR, *Supervised Study in English*. New York: Macmillan Co., 1921. Pp. xii+220.